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ABSTRACT

Designed to provide assistance to local districts in planning and evaluating their efforts in providing quality instruction and education, this evaluation guide presents evaluation suggestions for various components of administration and instruction. The guide is divided into four parts: (1) administration, (2) personnel, (3) school and community relations, and (4) curriculum. Within each part of the guide specific evaluation areas are given, along with their rationale. For each evaluation area, need statements are presented and process indicators (designed to be used as evaluation criteria) are identified. (LRA)

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NEBRASKA STATE PLAN
FOR
CAREER EDUCATION

Local
District Evaluation
Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 023 834

March, 1978
Nebraska Department of Education
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PREFACE

The responsibility of the Nebraska Department of Education is to provide assistance to districts in planning and evaluating their efforts in providing quality instruction and education. The determination of the accomplishment of this goal is based on evaluation.

This Local District Evaluation Guide presents the various components of administration and instruction which need to be evaluated. The areas identified are presented as suggestions for evaluating these efforts.

This material is adapted from the Oregon Consortium for Career Education as a part of their project in career education efforts in that state.

PART I

ADMINISTRATION

A. STRUCTURE AND PROCESS - Rationale

In order to develop and maintain career education programs, it is necessary that administrators become aware of the essential elements of the concept. Effective and efficient use of these elements depends on the leadership abilities, communications skills, and the planning, implementation and evaluation processes used by local administrators, teachers, community representatives and the State Department of Education consultants.

NEED: A WRITTEN CAREER EDUCATION PLAN

		LEVEL OF IMPLEMENTATION				
		4	3	2	1	0
1.0	A written plan detailing the Districts committment to career education programming has been prepared by local school officials and has been formally endorsed by the local board of education.					

PROCESS INDICATORS:

1.1	Local school officials have prepared a written plan outlining the District's committment to developing and maintaining a career education program.	4	3	2	1	0
1.2	The written District plan includes statements indicating that career education will be organized, implemented, and maintained for students of all ages, interests and abilities.	4	3	2	1	0
1.3	The local Career Education Plan has been presented to the board of education during a regular meeting of the board.	4	3	2	1	0
1.4	Prior to its endorsement, members of the board and citizens of the community have had opportunities to react to the proposed plan.	4	3	2	1	0
1.5	After having been endorsed, the plan is utilized by local decision-makers in determining priorities for developing and maintaining the career education program.	4	3	2	1	0
1.6	After having been endorsed, the plan is utilized by local decision-makers in determining the basis and priorities for financing the career education program.	4	3	2	1	0

NEED: POLICY AND GUIDELINES

		LEVEL OF IMPLEMENTATION				
2.0	Existing district policy statements and operational guidelines have been reviewed to insure their compatibility with the district career education plan. Wherever necessary, new policies and guidelines have been developed.	4	3	2	1	0

PROCESS INDICATORS:

2.1	Separate elements of the district's career education plan have been analyzed to determine all local policy/guideline implications.	4	3	2	1	0
2.2	Wherever necessary, new policy/guideline statements have been developed and taken before the board of education for review and adoption.	4	3	2	1	0
2.3	All new policy/guidelines have been incorporated within the district's policy manual or operational handbook.	4	3	2	1	0

NEED: DISTRICT AND BUILDING COORDINATION

LEVEL OF IMPLEMENTATION

3.0	The local school district's administrative structure and processes provide for district-level coordination of career education programming.	4 3 2 1 0

PROCESS INDICATORS:

3.1	A person at the district level has been identified and given the responsibility to coordinate the planning and implementation of the district's career education programs.	4 3 2 1 0
3.2	The career education coordinator's position is identifiable within the district's organizational chart and has been assigned formal authority.	4 3 2 1 0
3.3	A person at each school in the district has been given the responsibility for coordinating the building-level career education program.	4 3 2 1 0
3.4	The local building coordinator for career education has been provided duty-free time to carry out assigned program responsibilities.	4 3 2 1 0
3.5	The responsibilities of the local building coordinator have been specified within a written position description.	4 3 2 1 0

B. THE PLANNING PROCESS - Rationale

Systematic planning is essential if career education programs are to be successfully implemented, upgraded, and properly maintained. The planning process should focus on active efforts to determine the needs of all students, staff, and community. In addition, the planning process should contribute to the formulation of district-level or building-level career education goals, the identification of necessary resources, and a determination of program implementation procedures.

NEED: DISTRICT OR BUILDING NEEDS ASSESSMENT		LEVEL OF IMPLEMENTATION
1.0	District-level or building-level career education programs have been implemented on the basis of local student, staff, and community needs.	4 3 2 1 0

PROCESS INDICATORS:

1.1	Formal strategies have been employed to determine local student, staff, and community needs related to career education programming.	4 3 2 1 0
1.2	Students, staff, and local community members have been involved in the processes leading to the determination of local career education programming needs.	4 3 2 1 0
1.3	District-level or building-level needs assessment is an on-going part of the district's commitment to career education program development and revision.	4 3 2 1 0
1.4	Career education advisory committees have been involved in the process of local resource identification.	4 3 2 1 0
1.5	Some procedure is used within the district for cataloguing information related to identifiable human and physical resources.	4 3 2 1 0
1.6	Human and physical resource information can be retrieved, when needed, to support local career education program needs or requirements.	4 3 2 1 0

NEED: RESOURCE IDENTIFICATION

LEVEL OF IMPLEMENTATION

2.0	Either district or building planning processes contribute to the identification of human and physical resources needed to support career education programming.	4	3	2	1	0

PROCESS INDICATORS:

2.1	Formal strategies have been employed to determine available human and physical resources contained within the local district which can be used to support career education programming.	4	3	2	1	0
2.2	Formal strategies have been employed to determine available human and physical resources contained within each school which can be used to support career education programming.	4	3	2	1	0
2.3	Formal strategies have been employed to determine available human and physical resources contained within the surrounding community which can be used to support career education programming.	4	3	2	1	0

NEED: PROGRAM IMPLEMENTATION PROCEDURES		LEVEL OF IMPLEMENTATION
3.0	Procedures for implementing local career education programs are suggested within the district's written career education plan.	4 3 2 1 0
PROCESS INDICATORS:		
3.1	The local school district has developed written guidelines for implementing its long-range career education plan.	4 3 2 1 0
3.2	The staff in each school building in the district has developed written guidelines for implementing its long-range plan.	4 3 2 1 0
3.3	As local needs change, the district's long-range plan is revised.	4 3 2 1 0
3.4	As local needs change, each local school's long-range plan is revised.	4 3 2 1 0
3.5	Information gained from needs assessment work has contributed to the formulation of district or building-level career education goals and objectives.	4 3 2 1 0
3.6	Clearly stated educational goals and objectives are included within the district's written career education plan.	4 3 2 1 0

C. FINANCING - Rationale

Adequate financial resources are required to implement and maintain a quality career education program within a local school district or in an individual school. The available budget should support the needs and priorities outlined within the district's long-range career education plan.

NEED: PROGRAM BUDGETING		LEVEL OF IMPLEMENTATION
1.0	The local district's operating budget is sufficient to support the needs and priorities outlined within its own long-range career education plan.	4 3 2 1 0

PROCESS INDICATORS:

1.1	The district's budget includes adequate provision for personnel, facilities, supplies, equipment, and supporting services to carry out local career education objectives.	4 3 2 1 0
1.2	Provisions have been made to support extended staff contracts as such contracts are needed.	4 3 2 1 0
1.3	Monies are budgeted to support staff development or staff inservice programs as such programs are needed.	4 3 2 1 0
1.4	Monies are budgeted to support local career education curriculum development activities.	4 3 2 1 0
1.5	Resources are budgeted to offset the costs associated with the transportation of students to on-site work experience locations. (Exploration and Preparation)	4 3 2 1 0
1.6	Each student is covered by adequate insurance protection while participating in work experiences related to career education.	4 3 2 1 0

NEED: PARTICIPATION IN BUDGETING PROCESS

LEVEL OF IMPLEMENTATION

2.0	Instructional staff and advisory personnel are involved in the process of developing the career education budget.	4	3	2	1	0

PROCESS INDICATORS:

2.1	Instructional staff assist the district's administrative staff in the process of developing the career education budget.	4	3	2	1	0
2.2	Advisory personnel are consulted during the process of developing the career education budget.	4	3	2	1	0

D. FACILITIES AND EQUIPMENT - Rationale

Many career education activities can be conducted without specialized facilities and/or equipment. However, as students become more aware of their interests and aptitudes in relationship to potential careers, proper facilities, equipment, and other related resources become essential to enhance their education growth. A comprehensive career education program does require adequate facilities and equipment.

NEED: FACILITIES AND EQUIPMENT		LEVEL OF IMPLEMENTATION
1.0	Appropriate facilities and equipment are available within the district to properly support career education programming needs and requirements as these are suggested in the district's own long-range career education plan.	4 3 2 1 0

PROCESS INDICATORS:

1.1	The facilities and equipment which are needed to implement different portions of the district's career education program have been identified by administrative and instructional personnel.	4 3 2 1 0
1.2	Existing facilities and equipment are adequate to carry out immediate career education instructional objectives.	4 3 2 1 0
1.3	Existing facilities and equipment are being utilized to the actual limits of their potential.	4 3 2 1 0
1.4	As new career education programs are planned, the district adequately budgets to obtain additional facilities and/or equipment as they are needed by the instructional staff.	4 3 2 1 0
1.5	To the extent possible, existing facilities and equipment are consistent with the facilities and equipment used in the "world of work".	4 3 2 1 0
1.6	The district properly maintains its facilities and equipment and regularly checks to insure that safety requirements are being fully met.	4 3 2 1 0

NEED: STAFF PREPARATION		LEVEL OF IMPLEMENTATION
2.0	As new equipment is installed within the district, instructional staff members receive needed in-service training to insure proper equipment use and care.	4 3 2 1 0

PROCESS INDICATORS:

2.1	As needs appear, the district provides instructional staff members with inservice training designed to facilitate the proper use and care of career education equipment and/or facilities.	4 3 2 1 0

NEED: PARTICIPATION IN EQUIPMENT/FACILITIES SELECTION		LEVEL OF IMPLEMENTATION
3.0	Instructional staff and advisory personnel are involved in the process of designing new facilities and selecting appropriate equipment.	4 3 2 1 0

PROCESS INDICATORS:

3.1	The district's instructional staff are directly involved by the administrative staff in the process of designing new facilities and selecting appropriate instructional equipment.	4 3 2 1 0
3.2	Advisory committees are consulted on the design of new facilities and the selection of instructional equipment.	4 3 2 1 0

E. PROGRAM EVALUATION - Rationale

The district should have a definite plan for the evaluation of its own career education program. Such a plan should be formally implemented in a manner that will aid the district's staff in determining how well the total career education program is meeting the needs of students, the community, and the world of work.

NEED: EVALUATION PLAN AND INTENT		LEVEL OF IMPLEMENTATION
1.0	A written plan has been developed and adopted by the district for evaluating the effectiveness of its career education program and for reporting this information to appropriate district decision-makers.	4 3 2 1 0

PROCESS INDICATORS:

1.1	A written plan outlining methods/intents for the evaluation of the district's career education program has been developed by district administrators.	4 3 2 1 0
1.2	The career advisory committee has been involved in reviewing the career education evaluation plan prior to its adoption and implementation.	4 3 2 1 0
1.3	The evaluation plan has been formally implemented by district personnel.	4 3 2 1 0
1.4	Evaluation information is used by local district personnel to improve the quality and effectiveness of its career education programming.	4 3 2 1 0
1.5	As local needs dictate, provisions are made for third-party or external program evaluation provided by non-district evaluation specialists.	4 3 2 1 0
1.6	The results of the district's career education evaluation efforts are disseminated to advisory board members and to members of the board of education.	4 3 2 1 0

PART II

PERSONNEL

A. STAFF QUALIFICATIONS - Rationale

The knowledge, ability, skill, and interest of the school's staff directly affects the quality of the educational programs which operate within the school. Since the staff plays such a significant role in dynamic, on-going educational programs, it is important that all staff in career education programs be selected on the basis of their demonstrated knowledge, skill, and interest.

NEED: STAFF QUALIFICATION AND SELECTION PROCESS		LEVEL OF IMPLEMENTATION				
1.0	Persons who will serve as the staff for career education programs should be selected on the basis of their demonstrated knowledge, skill, and interest.	4	3	2	1	0
PROCESS INDICATORS:						
1.1	All staff members are appropriately certified for their area of assigned instructional responsibility.	4	3	2	1	0
1.2	Each staff member can demonstrate at least minimum competency in career education programs.	4	3	2	1	0
1.3	Staff members can demonstrate basic guidance skills applied within career education programming.	4	3	2	1	0
1.4	Staff members demonstrate an ability to utilize individualized methods of instruction.	4	3	2	1	0
1.5	The advisory committee has reviewed criteria developed by district personnel for use in the district's career education staff selections.	4	3	2	1	0

NEED: INTEGRATING CAREER EDUCATION		LEVEL OF IMPLEMENTATION
2.0	The staff within a building is able to integrate career education concepts, skills, and attitudes into their program areas/levels.	4 3 2 1 0

PROCESS INDICATORS:

2.1	Staff members have identified and stated specific student learning outcomes within their program areas/levels.	4 3 2 1 0
2.2	Staff members have identified specific career education concepts, skills, and attitudes which can be appropriately developed in their program areas/levels.	4 3 2 1 0
2.3	Staff members work to fully integrate career education concepts, skills, and attitudes into their program areas/levels.	4 3 2 1 0
2.4	The advisory committee is kept informed of the staff's goals and objectives, student outcome statements, and career-related instructional strategies.	4 3 2 1 0

B. STAFF DEVELOPMENT - Rationale

Continuous professional staff development is a highly desirable element within all school or school district programs. Well designed and fully implemented staff development programs should facilitate the ongoing exploration and development of career-related concepts applied to different educational areas/levels. In addition, staff development activities should help staff members identify new career education resources, initiate better instructional techniques and strategies, and assist in the identification of systematic methods for integrating career education into all areas of the school's educational program.

NEED: STAFF NEEDS		LEVEL OF IMPLEMENTATION				
1.0	Professional development plans and programs should be based upon an accurate, ongoing assessment of the staff's professional development needs.	4	3	2	1	0
PROCESS INDICATORS:						
1.1	Staff members have had an opportunity to identify their own professional development needs and interests prior to the formulation and implementation of specific professional development programs.	4	3	2	1	0
1.2	Career education goals and objectives and requisite staff competency requirements form one basis for the determination of professional development program needs.	4	3	2	1	0
1.3	The advisory committee has made input into the planning process used to initiate formal professional development programs for staff.	4	3	2	1	0

NEED: IMPLEMENTING PROFESSIONAL DEVELOPMENT PROGRAM		LEVEL OF IMPLEMENTATION
2.0	A program for professional staff development is available within the district for all staff and is used by staff members as a means for them to enhance their knowledge, skills, and competencies related to career education.	4 3 2 1 0

PROCESS INDICATORS:

2.1	Local district and building guidelines for professional staff development have been written and are made available to all district staff.	4 3 2 1 0
2.2	Adequate resources, including release time and finances, have been identified and made available for professional staff development activities.	4 3 2 1 0
2.3	Provisions have been made for consultant help sufficient to support the professional development process.	4 3 2 1 0
2.4	Staff have been included in the planning and implementation of staff development activities.	4 3 2 1 0
2.5	All staff members have been strongly encouraged to participate in staff development activities/ programs.	4 3 2 1 0
2.6	Career education topics have been included within the scope of the district's staff development program.	4 3 2 1 0
2.7	Released time is provided the staff for upgrading career education knowledge, skills, and competencies.	4 3 2 1 0

PART III

SCHOOL AND COMMUNITY RELATIONS

A. ADVISORY COMMITTEE - Rationale

Career education programs should reflect the needs of the occupational world and the community. Advisory committees can assist in representing these needs in planning and in keeping programs current with the requirements of the world of work.

NEED: ADVISORY COMMITTEE STRUCTURE AND ROLE		LEVEL OF IMPLEMENTATION
1.0	An advisory committee, representing the business-labor-industry community, parents, staff, and students is operational at the district level.	4 3 2 1 0

PROCESS INDICATORS:

1.1	The composition and membership of the advisory committee has been established and maintained.	4 3 2 1 0
1.2	The purposes, responsibilities, and tasks of the advisory committee have been developed jointly by advisory committee members and school personnel.	4 3 2 1 0
1.3	The advisory committee has contributed to planning for, conducting, and analyzing the results of a local needs assessment related to career education.	4 3 2 1 0
1.4	The advisory committee has contributed to long-range goals and objectives for career education.	4 3 2 1 0
1.5	The advisory committee has held meetings on a regular basis throughout the school year.	4 3 2 1 0
1.6	Agendas for meetings of the advisory committee have been jointly developed by the chairperson, committee members, and responsible school personnel.	4 3 2 1 0
1.7	Local district staff have been assigned or selected to participate in the work of the advisory committee.	4 3 2 1 0
1.8	Reports and recommendations of the advisory committee are given to the board of education and to the school's staff.	4 3 2 1 0

NEED: SPECIAL ADVISORY GROUPS		LEVEL OF IMPLEMENTATION
2.0	Special task forces or advisory groups/committees are operated to support each educational level and specialized occupational area.	4 3 2 1 0

PROCESS INDICATORS:

2.1	Representation on these advisory groups/committees reflects the specialized occupational areas and educational levels involved.	4 3 2 1 0
2.2	The purposes, responsibilities, and tasks of each special advisory group/committee have been developed jointly between committee members and school personnel.	4 3 2 1 0
2.3	Coordination has been maintained among advisory groups/committees which operate within the district.	4 3 2 1 0
2.4	Each special task force or advisory group/committee has been involved in the identification of local resources to support programming needs within each related educational level or specialized occupational area.	4 3 2 1 0
2.5	Reports and recommendations from separate special advisory groups/committees are given to the central advisory committee and to the school's staff.	4 3 2 1 0

B. RESOURCES - Rationale

Adults within the community who are actively pursuing careers can share valuable and direct information with students who are exploring the world of work or preparing for a specific career. Students can gain realistic impressions of careers and occupations through direct contact with people throughout the immediate community.

NEED: COMMUNITY RESOURCE UTILIZATION		LEVEL OF IMPLEMENTATION
1.0	The entire community should be utilized in support of career education program development.	4 3 2 1 0

PROCESS INDICATORS:

1.1	Representatives from the business-labor-industry community are actively involved in the career education program.	4 3 2 1 0
1.2	Community resource people are identified and utilized to make career education classroom presentations.	4 3 2 1 0
1.3	Community resource people have been utilized to support small groups of students/staff who are involved in on-site explorations of different career fields.	4 3 2 1 0
1.4	Community sites are used to support career cluster programs and vocational work experience training.	4 3 2 1 0

C. COMMUNICATIONS - Rationale

The career education program needs to provide for direct communication with all elements of the community it serves. The school staff plays a critical role in the development of such communication.

NEED: DISSEMINATING INFORMATION		LEVEL OF IMPLEMENTATION
1.0	The school staff should inform the community about current career education program goals, plans, and activities.	4 3 2 1 0

PROCESS INDICATORS:

1.1	A plan for disseminating information about the career education program has been developed and initiated.	4 3 2 1 0
1.2	A variety of methods and materials have been utilized for disseminating information about the career education program.	4 3 2 1 0

NEED: RECEIVING INFORMATION		LEVEL OF IMPLEMENTATION
2.0	The school's staff should seek information from the community regarding educational needs, goals, plans, and activities appropriate for career education program development.	4 3 2 1 0

PROCESS INDICATORS:

2.1	An ongoing needs assessment effort has been initiated and maintained which seeks information from members of the community regarding educational needs and goals.	4 3 2 1 0
2.2	Reports and recommendations from local advisory committees are given to the board of education and the school's staff in support of effective career education program development.	4 3 2 1 0

PART IV

CURRICULUM

A. CAREER GUIDANCE - Rationale

Career education programs should assist students to become aware of a broad variety of careers, help them make tentative occupational decisions, and provide them with a wide range of career developmental tasks which include the attitudes and values required for productive citizenship. In this broad context, career guidance services are extremely important to all students at the career awareness, career exploration, and career preparation levels. Through these career guidance services, each student should gain a knowledge of how to make personal choices, an understanding of himself/herself and the career selection process, and, as the student grows and matures, attitudes and values associated with self-responsibility and refined decision-making abilities career life choices.

NEED: A WRITTEN CAREER GUIDANCE PLAN		LEVEL OF IMPLEMENTATION				
1.0	A long-range career guidance plan has been written which details the district's K-12 career guidance service commitments. This plan has been reviewed by the career advisory committee and has been adopted by the board of education.	4	3	2	1	0

PROCESS INDICATORS:

1.1	A career education guidance plan has been written which details career guidance services at the awareness (K-6), exploration (7-9), and preparation (10-12) levels on a district-wide basis.	4	3	2	1	0
1.2	This career guidance plan has been reviewed by the career advisory committee prior to receiving school board consideration.	4	3	2	1	0
1.3	The career guidance plan for the district has been reviewed and adopted by the board of education during a regular meeting of the board.	4	3	2	1	0

NEED: CAREER GUIDANCE FUNCTIONS

LEVEL OF IMPLEMENTATION

2.0	The district's career guidance program provides for the continuous assessment of student aptitudes and interests, opportunities for exploring different occupations, and assistance in career-related decision-making.	4 3 2 1 0

PROCESS INDICATORS:

2.1	A means for assessing student aptitude and interest has been identified for use at the awareness (K-6), exploration (7-9), and preparation (10-12) program levels.	4 3 2 1 0
2.2	Actual assessment of student aptitude and interest has been carried out at each program level throughout the school district.	4 3 2 1 0
2.3	Information from student aptitude and interest assessments has been collected and summarized within each building and across the district.	4 3 2 1 0
2.4	Assessment information has been utilized by the district's staff in designing appropriate career education activities at each program level.	4 3 2 1 0
2.5	Both guidance and instructional staff have cooperated in the planning, implementation, and evaluation of career education activities at each program level.	4 3 2 1 0
2.6	A system of record-keeping has been developed and maintained which enables building-level staff to monitor individual student progress toward meeting personal, career education goals.	4 3 2 1 0
2.7	Student records are systematically up-dated and move with each student as the student advances through each separate program level.	4 3 2 1 0

NEED: INTEGRATION OF CAREER GUIDANCE SERVICES

		LEVEL OF IMPLEMENTATION				
3.0	Career guidance services are integrated within each career education program level and are maintained by trained district personnel.	4	3	2	1	0

PROCESS INDICATORS:

3.1	Career guidance services are integrated with other educational services provided for students at each program level.	4	3	2	1	0
3.2	The district's regular instructional staff and its counseling and guidance staff have received in service or staff development training related to career guidance information/services.	4	3	2	1	0

B. CURRICULUM DESIGN - Rationale

All the district's instructional programs should have a direct relationship to career education concept development. The curriculum design should include the identification of program-level goals, objectives, and minimal student competencies, as well as outline procedures designed to encourage each student to participate in effective school and community-based learning activities.

NEED: PHILOSOPHY, GOALS, OBJECTIVES, AND COMPETENCIES		LEVEL OF IMPLEMENTATION
1.0	The philosophy, goals, objectives, and minimum competencies associated with career education have been specified by district personnel, reviewed by the career advisory committee, and adopted by the board of education.	4 3 2 1 0

PROCESS INDICATORS:

1.1	A philosophy statement and goals and objectives have been written by district personnel for career awareness (K-6), exploration (7-9), and preparation (10-12) program levels.	4 3 2 1 0
1.2	The district's curriculum design and plan includes statements of measurable, minimum student competency requirements.	4 3 2 1 0
1.3	The written philosophy, goals, objectives, and minimum competency statements have been reviewed by the career advisory committee prior to receiving school board consideration.	4 3 2 1 0
1.4	The written philosophy, goals, objectives, and minimum competency statements have been reviewed and adopted by the board of education during a regular meeting of the board.	4 3 2 1 0

NEED: A CURRICULUM PLAN

LEVEL OF IMPLEMENTATION

2.0	The district's curriculum plan should demonstrate the continuity of career education experiences between career awareness, career exploration, and career preparation program-level goals, objectives, and minimum student competency requirements.	4 3 2 1 0

PROCESS INDICATORS:

2.1	The district's curriculum plan for career awareness (K-6), career exploration (7-9), and career preparation (10-12) has been reviewed to determine the consistency and continuity of career education program development.	4 3 2 1 0
2.2	The procedures for granting student's credit for course completions have been clearly described by district and building-level personnel.	4 3 2 1 0
2.3	Specified procedures for granting credit to students who complete specific courses are followed by the district's staff.	4 3 2 1 0
2.4	An approved program for graduation credit is on file with the State Department of Education.	4 3 2 1 0
2.5	Each cluster program meets the State's requirements for reimbursement, e.g., certified instructor, appropriate facilities, appropriate curriculum, youth organizations, and work experience.	4 3 2 1 0

NEED: COMMUNITY-BASED LEARNING		LEVEL OF IMPLEMENTATION
3.0	The district's career-related curriculum has been designed to insure the appropriate use of community-based learning experiences for students at each program level.	4 3 2 1 0

PROCESS INDICATORS:

3.1	The career awareness program (K-6) utilizes both the immediate work environment and the surrounding community as elements of the curriculum/instruction process related to career concept development.	4 3 2 1 0
3.2	The career exploration program (7-9) provides for community-based, on-site exploration experiences for all student.	4 3 2 1 0
3.3	The career preparation program (10-12) is designed to insure that all students have an opportunity to participate in community-based work experiences and in cluster programs that use community sites as learning stations.	4 3 2 1 0

C. INSTRUCTIONAL PROCESS - Rationale

The instructional processes which are utilized in delivering career education to students should seek to incorporate the many unique features and experience-base of the school, community, and region into educational opportunities for all students. While many possible instructional processes may be used, inter-disciplinary approaches offer significant potential when incorporated with the experience potential of the surrounding work environment.

NEED: SELECTION OF INSTRUCTIONAL PROCESSES		LEVEL OF IMPLEMENTATION				
1.0	A wide variety of different instructional processes are utilized by district personnel to facilitate the delivery of career education concepts to all students.	4	3	2	1	0
PROCESS INDICATORS:						
1.1	Specific areas within the curriculum have been identified which can be taught successfully using an interdisciplinary instructional approach.	4	3	2	1	0
1.2	To the extent possible, interdisciplinary approaches have been utilized by district personnel when presenting career education concepts to students.	4	3	2	1	0
1.3	Community work environments and local community resource people have been incorporated into the district's instructional processes related to career education.	4	3	2	1	0
1.4	Alternative approaches are used to teach students with different abilities, interests, or aptitudes.	4	3	2	1	0
1.5	Combinations of classroom, laboratory, and on-site learning experiences have been utilized to assist students achieve their career education objectives.	4	3	2	1	0

D. STUDENTS - Rationale

The career education program should be designed to provide all students with diverse opportunities to become aware of careers, actively explore different career areas and interests, and to prepare for employment or an opportunity for continued education in their chosen areas of interest.

NEED: STUDENT-CENTERED PROGRAMMING		LEVEL OF IMPLEMENTATION				
1.0	Students should be provided with diverse opportunities to continuously identify, assess, and explore their aptitudes and interests in relation to career fields.	4	3	2	1	0

PROCESS INDICATORS:

1.1	The aptitudes and interests of students are systematically and frequently assessed by the district's staff.	4	3	2	1	0
1.2	Students at all program levels receive career guidance help based on identified aptitudes and personal interests.	4	3	2	1	0
1.3	Students have had opportunity and encouragement to experience different work environments and different occupations for which they have demonstrated aptitude and interests.	4	3	2	1	0
1.4	Instruction designed to lead to greater student self-awareness and self-understanding has been incorporated within the career education program of the district.	4	3	2	1	0
1.5	The career selection process has been incorporated as an integral element of the district's career education program.	4	3	2	1	0